Maryland Report Card

Garrett County
2014 Progress Report

2014 School Progress

	Percent Reading	Proficient Mathematics		oation Rate Mathematics	Graduation
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	na	na	na	na	
Asian	Met	Met	na	na	
Black or African American	Met	Met	na	na	na
Hispanic/Latino of any race	Not Met	Not Met	na	na	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	na	na	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	na	na	na	na	
	All Students	Attendance	Rate	M	let

	County	County	State	State
Attendance Rate %	2014	2013	2014	2013
Elementary	≥ 95.0	≥ 95.0	95.7	95.5
Middle	≥ 95.0	94.6	95.4	95.1
High	93.8	94.8	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	9.3	12.1	27.2	28.4
Advanced Professional	90.7	87.5	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	0.0	1.0	0.9
% of classes NOT taught by highl	y qualified te	achers:		
All Quartiles	0.6	5.8	7.6	6.2
Elementary Low Poverty	*	7.3	3.0	2.4
Elementary High Poverty	*	*	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	*	*	15.7	14.0
Cohort Graduation Rate%				
Class of 2013 (4-Year Rate)		92.57		84.97
Class of 2013 (5-Year Rate)	93.19		87.48	

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were <u>not</u> measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

MSA Proficiency Levels

Reading

Mathematics

COUNTY % Basic % Proficient % Advanced % STATE % Grade Grade 3 2014 3 2014 23.5 68.4 8.2 22.8 62.3 14.8 2013 22.9 60.4 16.7 2013 60.5 22.1 17.4 4 2014 17.0 60.5 22.4 4 2014 13.7 55.5 30.8 2013 2013 10.3 66.9 22.8 11.8 58.4 29.8 5 2014 54.6 5 2014 34.5 54.4 35.9 11.0 9.5 2013 32.8 55.0 2013 31.8 56.6 12.2 11.6 6 2014 12.5 43.8 43.8 6 2014 16.8 39.5 43.7 2013 38.9 51.2 2013 40.6 43.5 15.9 7 2014 18.8 43.2 38.0 7 2014 21.2 35.9 42.8 2013 37.8 51.6 2013 36.9 48.1 10.5 15.0 8 2014 42.3 42.3 8 2014 36.6 40.3 15.3 23.1 48.2 46.1 2013 36.2 2013 34 9 15.5 19 0 *E 2014 *E 2014 ≤5.0 62.6 33.8 54.1 17.4 28.6 2013 5.8 67.8 26.4 2013 17.0 55.3 27.8 3 2014 42.7 50.0 7.3 3 2014 25.8 54.8 19.4 2013 19.1 63.5 2013 53.3 28.9 32.2 4 2014 25.9 60.0 14.1 4 2014 19.4 48.4 2013 42.1 14.6 56.3 29.1 11.2 46.7 5 2014 28.9 62.7 8.5 5 2014 27.2 52.9 19.9 2013 22.5 68.3 92 2013 19.1 55.5 25.3 6 2014 34.8 47.6 17.6 6 2014 32.2 46.4 21.4 2013 22.1 44.9 33.0 2013 22.9 48.0 29.1 7 2014 50.0 7 2014 43.5 29.9 36.9 49.3 2013 14.1 54.8 2013 27.4 31.3 36.3 32.3 32.8 25.9 8 2014 8 2014 41.3 36.4 30.6 24.8 38.7 36.5 33.0 2013 2013 *A 2014 5.2 53.1 *A 2014 15.8 54.4 41.7 29.8 2013 5.5 60.6 33.9 2013 15.8 53.4 30.8 5 2014 26.7 68.1 5.3 5 2014 35.8 54.9 9.3 25.1 2013 33.0 56.4 10.6 21.3 76.7 30.6 62.8 6.6 8 2014 8 2014 73.1 6.2 28.6 64.6 6.7 20.8 2013 2013 71.5 24.9 22.9 *R 2014 ≤5.0 *R 2014 15.4 61.7 20.3 21.9 72.9 17.4 60.7 2013 6.9 2013 100 50 50 50 100 50 100

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

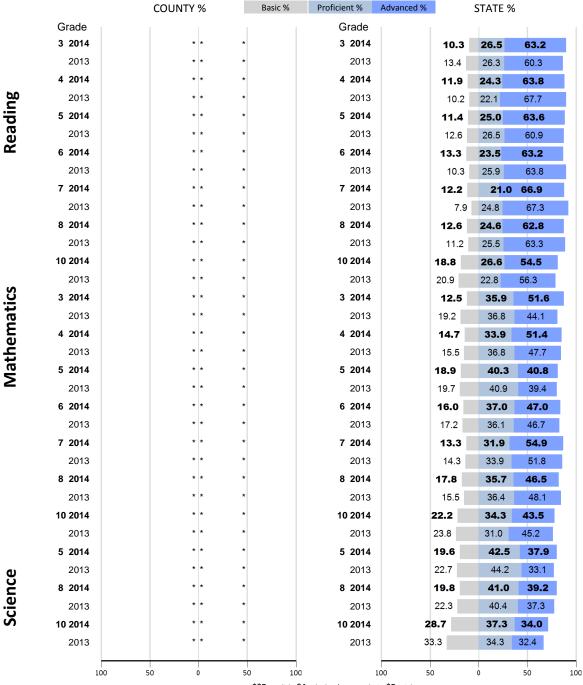
Maryland School Assessment (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2012. Science is not part of School Progress. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

100 • E: English; • A: Algebra/Data Analysis; • B: Biology **Description of MSA Proficiency Levels** Reading: English: **Mathematics:** Algebra/Data Analysis: Science: Biology: Students are unable to read Students have difficulty Students show they have only Students show they have only partially Students show they need more work Students demonstrate a minimal understanding of biology and understand literature comprehending grade partially mastered the skills and to attain proficiency. They use mastered the skills and concepts concepts, principles, and/or skills. Student responses indicate and passages of information appropriate literature and concepts that Maryland expects defined in the Maryland Algebra/Data minimal supporting evidence, and limited synthesis of information and understanding of scientific that are written for students applying language choices students to know and be able to Analysis Core Learning Goals responses provide little or no terminology in their grade. when writing. do at this grade level. synthesis of information. Students can read text Students can comprehend Students show they have an Students show they have an Students use supporting evidence Students demonstrate a realistic and rigorous level of understanding of fundamental algebra that is generally complete with some achievement by providing evidence of an understanding of written for students in their grade appropriate literature understanding of fundamental grade level skills and concepts biology concepts and the ability to use scientific evidence to grade, and they can / data analysis skills and concepts and integration of scientific concepts, and apply appropriate demonstrate the ability to language choices when and can generally solve entrycan generally solve entry-level principles, and/or skills generally integrate scientific concepts, principles, and/or skills. understand literature and level problems in mathematics. problems in algebra/data analysis Student responses indicate some synthesis of information and writing. passages of information. understanding of scientific terminology. Students show they can regularly Students can regularly read Students can regularly Students can regularly solve complex Students use scientific evidence to Students demonstrate an exemplary level of achievement by text that is above their grade comprehend and interpret solve complex problems in algebra/data analysis problems and demonstrate a full integration of providing evidence of a complete understanding of biology level, and they can complex literature and mathematics and demonstrate demonstrate superior ability to reason scientific concepts, principles, and/or concepts and the ability to use scientific evidence to fully demonstrate the ability to superior ability to reason consistently apply mathematically integrate scientific concepts, principles, and/or skills. Student appropriate language choices mathematically. understand complex responses indicate a complete synthesis of information and literature and passages of to write effectively understanding of scientific terminology information.

Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.



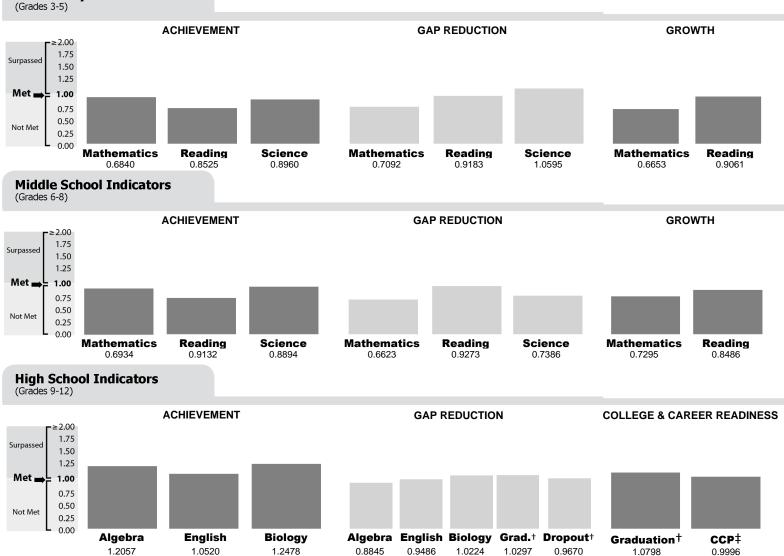
Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School
Assessment (Alt-MSA) is taken by
students with disabilities who cannot
take the MSA even with the special
accommodations they receive as part of
their regular classroom instruction. The
test measures the student's mastery of
reading and mathematics content
standards or appropriate access skills.
Eligible students take the test in grades
3-8 and once during the high school
grade band. Performance is reported as
the percent of students in each grade
who achieved the Basic, Proficient, or
Advanced standard.

**E: English; *A: Algebra/Data Analysis; *B: Biology

2014 School Progress Index (SPI)

Elementary School Indicators



School Progress Index (SPI)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative

of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

Achievement: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

Growth: Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

Gap Reduction: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four year adjusted cohort dropout rate for high schools.

College- and Career-Readiness (CCR):

College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary nstitution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools (Not applicable for LEAs). Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

Please note, for school year 2013-2014, SPI was only calculated for the State, LEA, High Schools and Schools that double tested (took the MSA and the PARCC field test). The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, SPI can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

[†]College and Career Preparation (CCP) – 2012 [‡]Data from 2013

Accident Elementary School State County **School Progress** Attendance Rate % 2014 2013 2014 2013 2014 2013 **Percent Proficient Participation Rate Graduation ≥ 95.0** ≥ 95.0 95.5 Elementary ≥ 95.0 ≥ 95.0 95.7 Reading Math Reading Math Middle ≥ 95.0 94.6 95.4 95.1 All Students Met 93.8 94.8 92.7 92.5 American Indian or **Teacher Qualifications** Alaska Native % of certificates: Asian Standard Professional 5.9 12.5 9.3 12.1 27.2 28.4 Black or African Advanced Professional 94.1 87.5 90.7 87.5 65.5 65.1 American Resident Teacher 0.0 0.7 0.8 0.0 0.0 0.0 Hispanic/Latino of any 0.0 Conditional Teacher 0.0 0.0 0.0 1.0 0.9 % of classes NOT taught by highly qualified teachers: Native Hawaiian or 0.0 5.8 7.6 6.2 Other Pacific Islander **Elementary Low Poverty** 7.3 3.0 2.4 White Met Met Elementary High Poverty 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education Met Class of 2013 (4-Year Rate) 84.97 92.57 Limited English Class of 2013 (5-Year Rate) 93.19 87.48 Proficient **MSA Proficiency Levels** Proficient % Advanced % Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 1.0177. 2014 Strands were not assigned due to the PARCC field test.

Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

set for all studen	ts.	-								students.	yidiid St	uuciiis (anc / iic ii				B
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE '	%	GRADE	S	CHOOL	.%	С	OUNTY	%	STATE %
3 2014	23.1	76.9	≥5.0	23.5	68.4	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3 26.5 63.2
2013	20.5	64.1	15.4	22.9	60.4	16.7	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4 26.3 60.3
4 2014	11.6	62.8	25.6	17.0	60.5	22.4	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9 24.3 63.8
2013	12.1	54.5	33.3	10.3	66.9	22.8	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2 22.1 67.7
5 2014	11.1	25.9	63.0	9.5	35.9	54.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4 25.0 63.6
2013	8.1	21.6	70.3	12.2	32.8	55.0	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6 26.5 60.9
6 2014	*	*	*	12.5	43.8	43.8	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3 23.5 63.2
2013	*	*	*	9.8	38.9	51.2	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3 25.9 63.8
7 2014	*	*	*	18.8	43.2	38.0	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2 21.0 66.9
2013	*	*	*	10.5	37.8	51.6	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9 24.8 67.3
8 2014	*	*	*	15.3	42.3	42.3	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6 24.6 62.8
2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2 25.5 63.3
*E 2014	*	*	*	≥5.0	62.6	33.8	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8 26.6 54.5
2013	*	*	*	5.8	67.8	26.4	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9 22.8 56.3
3 2014	38.7	54.8	6.5	42.7	50.0	7.3	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5 35.9 51.6
2013	17.9	69.2	12.8	19.1	63.5	17.4	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2 36.8 44.1
4 2014	27.9	55.8	16.3	25.9	60.0	14.1	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7 33.9 51.4
2013	9.1	54.5	36.4	14.6	56.3	29.1	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5 36.8 47.7
5 2014	25.9	70.4	≥5.0	28.9	62.7	8.5	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9 40.3 40.8
2013	21.6	70.3	8.1	22.5	68.3	9.2	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7 40.9 39.4
6 2014	*	*	*	34.8	47.6	17.6	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0 37.0 47.0
2013	*	*	*	22.1	44.9	33.0	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2 36.1 46.7
7 2014	*	*	*	29.9	50.0	20.1	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3 31.9 54.9
2013	*	*	*	14.1	54.8	31.1	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3 33.9 51.8
8 2014	*	*	*	31.3	36.3	32.3	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8 35.7 46.5
2013	*	*	*	24.8	38.7	36.5	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5 36.4 48.1
*A 2014	*	*	*	5.2	53.1	41.7	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2 34.3 43.5
2013	*	*	*	5.5	60.6	33.9	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8 31.0 45.2
5 2014	22.2	74.1	≥5.0	26.7	68.1	5.3	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6 42.5 37.9
2013	21.1	73.7	5.3	25.1	67.5	7.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7 44.2 33.1
8 2014	*	*	*	21.3	76.7	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8 41.0 39.2
2013	*	*	*	20.8	73.1	6.2	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3 40.4 37.3
*B 2014	*	*	*	≥5.0	71.5	24.9	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7 37.3 34.0
2013	*	*	*	6.9	72.9	20.3	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3 34.3 32.4
										†College and Career Preparation (CCP) = 201	2						

[†]College and Career Preparation (CCP) – 2012

‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Reading

Mathematics

Science

School Progress						Attendance Rate %		ool 2013	2014	ounty 2013	St 2014	ate 2013
	Percent Pr Reading	oficient Math	Participat Reading		Graduation	Elementary Middle		≥ 95.0 *	≥ 95.0 ≥ 95.0		95.7 95.4	95.5 95.1
All Students	Not Met	na	Met	Met		High	*	*	93.8	94.8	92.7	92.5
American Indian or Alaska Native	na	na	na	na		Teacher Qualifications % of certificates:						
Asian	na	na	na	na		Standard Professional	15.4	11.8	9.3	12.1	27.2	28.4
Black or African American	na	na	na	na		Advanced Professional Resident Teacher	84.6 0.0	88.2 0.0	90.7 0.0	87.5 0.0	65.5 0.7	65.1 0.8
lispanic/Latino of any race	na	na	na	na		Conditional Teacher % of classes NOT taught by high	0.0	0.0	0.0	0.0	1.0	0.9
Native Hawaiian or Other Pacific Islander	*	*	*	*		All Quartiles Elementary Low Poverty	0.0 *	3.5	0.6 *	5.8 7.3	7.6 3.0	6.2 2.4
White	Not Met	na	Met	Met		Elementary High Poverty	*	*	*	*	11.4	6.6
Two or more races	na	na	na	na		Secondary Low Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	Not Met	na	Met	Met		Secondary High Poverty	*	*	*	*	15.7	14.0
Special Education	Met	na	na	na		Cohort Graduation Rate						
Limited English Proficient	na	na	na	na		Class of 2013 (4-Year Rate) Class of 2013 (5-Year Rate)	*	*	93.19	92.57	87.48	84.97
	MSA	Profic	iency Le	vels		Basic % Proficient %	Advance	ed %			Alt-	MSA

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9613. 2014 Strands were not assigned due to the PARCC field test.

Proficiency Levels

take Alt-MSA. The Basic Level is below the goal set for all

set for all studen		iai yiaila	Student	J tuke IV	13/4, 170	take Air	WISA. 1111	c Dusic i	ever is b	students.	yiaiiu si	uuents t	ake Ait-n	/ISA. III	e basic i	Level is b	elow tri	e goai si	21 101 a
GRADE	S	CHOOL	_%	С	OUNTY	′ %	9	STATE	%	GRADE	S	CHOOL	.%	C	YTNUC	%	,	STATE	%
3 2014	24.8	68.1	7.1	23.5	68.4	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	24.2	60.6	15.2	22.9	60.4	16.7	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	18.8	56.4	24.8	17.0	60.5	22.4	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	8.4	67.2	24.4	10.3	66.9	22.8	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	8.7	40.0	51.3	9.5	35.9	54.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	13.8	34.5	51.7	12.2	32.8	55.0	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	12.5	43.8	43.8	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	9.8	38.9	51.2	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	18.8	43.2	38.0	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	10.5	37.8	51.6	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	15.3	42.3	42.3	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	≥5.0	62.6	33.8	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	5.8	67.8	26.4	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	38.6	55.4	6.0	42.7	50.0	7.3	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	15.2	57.6	27.3	19.1	63.5	17.4	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	26.0	57.1	16.9	25.9	60.0	14.1	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	15.1	56.3	28.6	14.6	56.3	29.1	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	26.1	63.5	10.4	28.9	62.7	8.5	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	14.9	73.6	11.5	22.5	68.3	9.2	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	34.8	47.6	17.6	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	22.1	44.9	33.0	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	29.9	50.0	20.1	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	14.1	54.8	31.1	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	31.3	36.3	32.3	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	24.8	38.7	36.5	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	5.2	53.1	41.7	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.5	60.6	33.9	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	30.2	64.7	5.2	26.7	68.1	5.3	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	26.4	65.5	8.0	25.1	67.5	7.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	21.3	76.7	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	20.8	73.1	6.2	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	≥5.0	71.5	24.9	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	6.9	72.9	20.3	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Crellin E	lem	ent	ary										
Cahaal Drawraaa						Attondones	Data 9/	Sch	ool	C	ounty	St	ate
School Progress						Attendance	Rate %	2014	2013	2014	2013	2014	2013
	Percent P			tion Rate Math	Graduation	Elementary Middle		≥ 95.0 *	≥ 95.0 *	≥ 95.0 ≥ 95.0	≥ 95.0 94.6	95.7 95.4	95.5 95.1
All Students	Met	na	na	na		High		*	*	93.8	94.8	92.7	92.5
American Indian or Alaska Native	*	*	*	*		Teacher Qua							
Asian	*	*	*	*		Standard Pro		12.5	10.0	9.3	12.1	27.2	28.4
Black or African American	*	*	*	*		Advanced Pr Resident Tea	ofessional	87.5 0.0	90.0	90.7 0.0	87.5 0.0	65.5 0.7	65.1 0.8
Hispanic/Latino of any race	* * *				Conditional	Teacher OT taught by hig	0.0	0.0	0.0	0.0	1.0	0.9	
Native Hawaiian or Other Pacific Islander						All Quartiles		0.0 *	0.0	0.6	5.8 7.3	7.6 3.0	6.2 2.4
White	Met			na		Elementary I	,	*	*	*	*	11.4	6.6
Two or more races	*	*	*	*		Secondary L	ow Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	Met	na	na	na		Secondary H	igh Poverty	*	*	*	*	15.7	14.0
Special Education	na	na	na	na		Cohort Gradua	ition Rate						
Limited English Proficient	*	*	*	*			3 (4-Year Rate) 3 (5-Year Rate)	*	*	93.19	92.57	87.48	84.97
	MSA	A Profic	iency Le	vels		Basic %	Proficient %	Advance	ed %			Alt-	MSA F
Approximately set for all stud		ryland stud	lents take M	SA, 1% take	Alt-MSA. The	Basic Level is below	v the goal		Appro stude		1% of Ma	ryland stu	udents tal
GRADE	SC	HOOL%	С	OUNTY %	S	ΓΑΤΕ %				G	RADE	S	CHOOL%

2014 School Progress Index

Your school is in Strand 2 based on your 2013 SPI of 1.0668. 2014 Strands were not assigned due to the PARCC field test.

Proficiency Levels

take Alt-MSA. The Basic Level is below the goal set for all

set for all studen	ts.	•								students.	, idilid St	uuciits i	anc / iic ii		c busic .		icion the godina	
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE '	%	GRADE	S	CHOOL	.%	C	OUNTY	%	STATE	%
3 2014	18.2	68.2	13.6	23.5	68.4	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3 26.5	63.2
2013	23.5	58.8	17.6	22.9	60.4	16.7	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4 26.3	60.3
4 2014	≥5.0	71.4	28.6	17.0	60.5	22.4	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9 24.3	63.8
2013	≥5.0	93.3	6.7	10.3	66.9	22.8	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2 22.1	67.7
5 2014	≥5.0	30.8	69.2	9.5	35.9	54.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4 25.0	63.6
2013	≥5.0	30.0	70.0	12.2	32.8	55.0	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6 26.5	60.9
6 2014	*	*	*	12.5	43.8	43.8	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3 23.5	63.2
2013	*	*	*	9.8	38.9	51.2	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3 25.9	63.8
7 2014	*	*	*	18.8	43.2	38.0	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2 21.0	66.9
2013	*	*	*	10.5	37.8	51.6	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9 24.8	67.3
8 2014	*	*	*	15.3	42.3	42.3	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6 24.6	62.8
2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2 25.5	63.3
*E 2014	*	*	*	≥5.0	62.6	33.8	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8 26.6	54.5
2013	*	*	*	5.8	67.8	26.4	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9 22.8	56.3
3 2014	*	*	*	42.7	50.0	7.3	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5 35.9	51.6
2013	23.5	52.9	23.5	19.1	63.5	17.4	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2 36.8	44.1
4 2014	≥5.0	42.9	57.1	25.9	60.0	14.1	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7 33.9	51.4
2013	≥5.0	60.0	40.0	14.6	56.3	29.1	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5 36.8	47.7
5 2014	≥5.0	69.2	30.8	28.9	62.7	8.5	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9 40.3	40.8
2013	≥5.0	75.0	20.0	22.5	68.3	9.2	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7 40.9	39.4
6 2014	*	*	*	34.8	47.6	17.6	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0 37.0	47.0
2013	*	*	*	22.1	44.9	33.0	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2 36.1	46.7
7 2014	*	*	*	29.9	50.0	20.1	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3 31.9	54.9
2013	*	*	*	14.1	54.8	31.1	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3 33.9	51.8
8 2014	*	*	*	31.3	36.3	32.3	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8 35.7	46.5
2013	*	*	*	24.8	38.7	36.5	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5 36.4	48.1
*A 2014	*	*	*	5.2	53.1	41.7	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2 34.3	43.5
2013	*	*	*	5.5	60.6	33.9	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8 31.0	45.2
5 2014	7.7	76.9	15.4	26.7	68.1	5.3	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6 42.5	37.9
2013	≥5.0	80.0	15.0	25.1	67.5	7.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7 44.2	33.1
8 2014	*	*	*	21.3	76.7	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8 41.0	39.2
2013	*	*	*	20.8	73.1	6.2	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3 40.4	37.3
*B 2014	*	*	*	≥5.0	71.5	24.9	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7 37.3	34.0
2013	*	*	*	6.9	72.9	20.3	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3 34.3	32.4
										†College and Career Preparation (CCP) - 201	2							

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress								Λ++	andan	ce Rate %	Sch	nool	C	ounty	St	ate
School Progress								_ A III	enuani	ce Nate /0	2014	2013	2014	2013	2014	2013
I	Percent F				ion Rate	Gra	duatio		ementa	ry		≥ 95.0	≥ 95.0	≥ 95.0	95.7	95.5
	Reading				Math				liddle		*	*	≥ 95.0	94.6	95.4	95.1
All Students	na	Not M	et	na	na	+		-	igh		*	*	93.8	94.8	92.7	92.5
American Indian or				*				_		ualifications						
Alaska Native		-	-			+-		% of	certific	cates:						
Asian		*		*		4				Professional	11.1	22.2	9.3	12.1	27.2	28.4
Black or African				*						d Professional	88.9	77.8	90.7	87.5	65.5	65.1
American		 	_			4		=		Teacher	0.0	0.0	0.0	0.0	0.7	0.8
lispanic/Latino of any	na	na		na	na			Co	ondition	nal Teacher	0.0	0.0	0.0	0.0	1.0	0.9
race		-	+			+		% of	fclasses	NOT taught by hi	ghly qualifie	d teach	ers:			
Native Hawaiian or				*				Al	ll Quarti	iles	0.0	0.0	0.6	5.8	7.6	6.2
Other Pacific Islander		₩	-			+-		El	ementa	ry Low Poverty	*	*	*	7.3	3.0	2.4
White	na	Not M	et	na	na	4		_		ry High Poverty	*	*	*	*	11.4	6.6
Two or more races				na						y Low Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	na	Not M	et	na	na			Se	econdar	y High Poverty	*	*	*	*	15.7	14.0
Special Education	na	Not M	et	na	na	\top		Coh	ort Grad	duation Rate						
Limited English		$\overline{}$	$\neg \neg$			1		CI	ass of 2	013 (4-Year Rate)		*		92.57		84.97
Proficient	na	na		na	na			CI	ass of 2	013 (5-Year Rate)	*		93.19		87.48	
	MS	A Prof	icien	cv Lev	vels			В	asic %	Proficient %	Advance	ed %			Alt-	MSA I
Approximately set for all stud	99% of M			•		e Alt-N	MSA. Th	e Basic I	Level is be	elow the goal		Appro		1% of Mai		-
GRADE			,	CC	OUNTY 9	0	,	STATE	%				G	RADE	S	CHOOL9
3 2014	*	*	*	23.5	68.4	8.2	22.8	62.3	14.8					3 2014	*	*
2013	216	62.2	5.2	22.0	60.4		17 /		22.1					2012		

Reading

Mathematics

Science

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9236. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels	Basic %	Proficient %	Advanced %	Alt-MSA Proficiency Levels
•				•

	MS	A Pro	oficier	ıcy Le	vels			Ba	asic %	Proficient %	Advanced %		Alt-	MSA	Profi	ciency	/ Leve	els			
Approximately 9 set for all studen		aryland	students	take M	SA, 1% t	ake Alt-I	MSA. The	e Basic L	evel is be	elow the goal		oroximately 1% of Mary dents.	land stu	udents	take Alt-N	ЛSA. Th	e Basic I	evel is b	elow the	e goal se	t for all
GRADE	S	CHOOL	_%	С	OUNTY	′%	5	STATE	%			GRADE	S	CHOOL	_%	C	OUNTY	%	S	STATE 9	%
3 2014	*	*	*	23.5	68.4	8.2	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	31.6	63.2	5.3	22.9	60.4	16.7	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	23.5	70.6	5.9	17.0	60.5	22.4	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	13.3	86.7	≥5.0	10.3	66.9	22.8	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	12.5	37.5	50.0	9.5	35.9	54.6	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	11.8	29.4	58.8	12.2	32.8	55.0	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	12.5	43.8	43.8	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	9.8	38.9	51.2	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	18.8	43.2	38.0	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	10.5	37.8	51.6	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	15.3	42.3	42.3	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	≥5.0	62.6	33.8	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	5.8	67.8	26.4	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	63.6	36.4	≥5.0	42.7	50.0	7.3	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	26.3	68.4	5.3	19.1	63.5	17.4	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	41.2	58.8	≥5.0	25.9	60.0	14.1	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	6.7	80.0	13.3	14.6	56.3	29.1	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	43.8	56.3	≥5.0	28.9	62.7	8.5	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	23.5	76.5	≥5.0	22.5	68.3	9.2	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	34.8	47.6	17.6	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	22.1	44.9	33.0		48.0	29.1			2013	*	*	*	*	*	*		36.1	46.7
7 2014	*	*	*	29.9	50.0	20.1		43.5	19.6			7 2014	*	*	*	*	*	*		31.9	54.9
2013	*		*	14.1	54.8	31.1		49.3	23.3			2013	•	•	*	•	*	*		33.9	51.8
8 2014	*	*	*		36.3	32.3		32.8	25.9			8 2014	*	*	*	*	*	*		35.7	46.5
2013 *A 2014	*	*	*	24.8 5.2	38.7 53.1	36.5 41.7		36.4 54.4	30.6 29.8			2013 10 2014	*	*	*	*	*	*		36.4 34.3	48.1 43.5
2013	*	*	*		60.6							2013	*	*	*	*	*	*			
5 2014	18.8	81.3	>E 0	5.5	68.1	33.9 5.3		53.4 54.9	30.8 9.3			5 2014	*	*	*	*	*	*		31.0 42.5	45.2 37.9
2013	23.5	70.6	≥ 5.0	26.7		7.4			10.6			2013	*	*	*	*	*	*		44.2	33.1
8 2014	*	*	5.9 *	25.1 21.3	67.5 76.7	7.4 ≥ 5.0	33.0 30.6	56.4 62.8	6.6			8 2014	*	*	*	*	*	*		44.2	39.2
2013	*	*	*	20.8	73.1	6.2		64.6	6.7			2013	*	*	*	*	*	*		40.4	37.3
*B 2014	*	*	*	20.8 ≥ 5.0	71.5	24.9		61.7	22.9			10 2014	*	*	*	*	*	*		37.3	34.0
2013	*	*	*	6.9	72.9	20.3		60.7	21.9			2013	*	*	*	*	*	*			32.4
_515												_313									

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress						Att	endand	ce Rate %		ool		ounty		ate
Ochoor rogicoo	Percent P				Graduatio	n El	lementa		≥ 95.0	2013 ≥ 95.0	2014 ≥ 95.0		95.7	2013 95.5
All Students	Reading	Math Not Met	Met	g Math Met			1iddle		*	*	≥ 95.0 93.8	94.6 94.8	95.4 92.7	95.1 92.5
American Indian or		 				=	ligh	lifications	*		93.8	94.8	92.7	92.5
Allaska Native	*		*				f certific	ualifications						
Asian		*	*	*	<u> </u>	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		ates: Professional	7.1	6.7	9.3	12.1	27.2	28.4
Black or African	*	*	*	*		= -		Professional	92.9	93.3	90.7	87.5	65.5	65.1
American		*	*	*		R	esident	Teacher	0.0	0.0	0.0	0.0	0.7	0.8
Hispanic/Latino of any	na	na	na	na		C	ondition	al Teacher	0.0	0.0	0.0	0.0	1.0	0.9
race	110	""	l IIu	""	-	% o	f classes	NOT taught by high	nly qualifie	d teach	ers:			
Native Hawaiian or	* * *						II Quarti		0.0	0.0	0.6	5.8	7.6	6.2
	ific Islander White na Not Me			Mot				ry Low Poverty	*	*	*	7.3	3.0	2.4
			Met	Met				ry High Poverty	*	*	*	*	11.4	6.6 5.6
Two or more races	-	Not Met	na	na				y Low Poverty y High Poverty	*	*	*	*	6.0 15.7	5.6 14.0
Free/Reduced Meals		Not Met	Met	Met				duation Rate					13.7	14.0
Special Education	na	Not Met	na	na										
Limited English Proficient	*	*	*	*				013 (4-Year Rate) 013 (5-Year Rate)	*	*	93.19	92.57	87.48	84.97
	MS	A Profic	iency Le	vels		В	Basic %	Proficient %	Advance	ed %			Alt-	MSA P
Approximatel set for all stud		aryland stud	ents take N	SA, 1% tak	e Alt-MSA. Ti	e Basic	Level is be	elow the goal		Appro stude		1% of Ma	ryland stu	idents tak
	SC	CHOOL%	C	OUNTY %		STATE	%				G	RADE	SC	CHOOL%
GRADE	014 28.6 66.7 ≥5.0 23.5 68.4 8.2 2					62.3	14.8					3 2014	*	*
GRADE 3 201	4 28.6	66.7 ≥5	.0 23.5	68.4	0.2 22.0									
		66.7 ≥ 5 65.9 20			6.7 17.4	60.5	22.1					2013	*	*
3 201	3 13.6		.5 22.9	60.4		60.5 55.5	22.1 30.8					2013 4 2014	*	*

2014 School Progress Index

Your school is in Strand 5 based on your 2013 SPI of 0.8816. 2014 Strands were not assigned due to the PARCC field test.

	MS	A Pro	oficier	ıcy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	MSA	Profi	ciency	/ Leve	els			
Approximately 9 set for all studen		laryland	student	s take M	SA, 1% t	ake Alt-I	MSA. Th	e Basic L	evel is be	elow the goal		proximately 1% of Mary Idents.	land stu	dents	take Alt-N	ЛSA. Th	e Basic L	evel is b	elow the	goal se	t for all
GRADE	S	CHOOL	_%	С	OUNTY	′ %	;	STATE	%			GRADE	S	CHOO	L%	C	YTNUC	%	S	TATE %	6
3 2014	28.6	66.7	≥5.0	23.5	68.4	8.2	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	13.6	65.9	20.5	22.9	60.4	16.7	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	17.5	57.5	25.0	17.0	60.5	22.4	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	20.0	65.0	15.0	10.3	66.9	22.8	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	13.5	43.2	43.2	9.5	35.9	54.6	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	10.7	39.3	50.0	12.2	32.8	55.0	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	12.5	43.8	43.8	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	9.8	38.9	51.2	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	18.8	43.2	38.0	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	10.5	37.8	51.6	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	15.3	42.3	42.3	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	≥5.0	62.6	33.8	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	5.8	67.8	26.4	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	36.6	63.4	≥5.0	42.7	50.0	7.3	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	22.7	72.7	≥5.0	19.1	63.5	17.4	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	22.5	67.5	10.0	25.9	60.0	14.1	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	25.0	52.5	22.5	14.6	56.3	29.1	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	32.4	59.5	8.1	28.9	62.7	8.5	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	39.3	53.6	7.1	22.5	68.3	9.2	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	34.8	47.6	17.6	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	22.1	44.9	33.0	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	29.9	50.0	20.1	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	14.1	54.8	31.1	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	31.3	36.3	32.3	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	24.8	38.7	36.5	33.0	36.4	30.6			2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	5.2	53.1	41.7	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.5	60.6	33.9	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	21.6	73.0	5.4	26.7	68.1	5.3	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	37.0	59.3	≥5.0	25.1	67.5	7.4	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	21.3	76.7	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	20.8	73.1	6.2	28.6	64.6	6.7			2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	≥5.0	71.5	24.9	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	6.9	72.9	20.3	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Sc	hool Progress					5			Atte	endan	ce Rate %	Sch 2014	ool 2013	Co 2014	ounty 2013	Sta 2014	ate 2013	201	4 Scho	ool Pr	ogress	Index (SF	PI)	
	F	ercent			articipa			duatio	n El	ementa	ry	*	*	≥ 95.0	≥ 95.0	95.7			L.1154		Stran			
	All Students	Readin Met	g Ma		Readin Met	g Mat Me		Met		iddle gh		9/1 2	* ≥ 95.0	≥ 95.0 93.8	94.6 94.8	95.4 92.7	95.1 92.5	Value: High	s 1.0000			he target.		
Ar	merican Indian or	*	*	_	*	*		Wice	-	_	ualifications	34.2	2 33.0	33.6	34.0	32.7	32.3	_	Algebra		evemei 0779	1.3061	CCR	
	Alaska Native		₩	\rightarrow		<u> </u>	-		_	certific	•								English		0658	1.3393		
	Asian Black or African	na	na	a	na	na			_		Professional d Professional	0.0 100.0	3.8 96.2	9.3 90.7	12.1 87.5	27.2 65.5	28.4 65.1		Biology		.0912	1.0305		
	American		n	a		na	<u> </u>				Teacher	0.0	0.0	0.0	0.0	0.7	0.8		Oropou ^r duatior			1.0663 1.1680	1.089	4
Hispa	nnic/Latino of any race			a		na					nal Teacher	0.0	0.0	0.0	0.0	1.0	0.9		† _{CCF}			111000	1.007	
	ative Hawaiian or		*			*	\neg			l Quarti	s NOT taught by high iles	niy qualifie 0.0	d teach	ers: 0.6	5.8	7.6	6.2							
Oth	er Pacific Islander	Mot	D.4.	o.t	Mot	Ma					ry Low Poverty	*	*	*	7.3	3.0	2.4							
т	White wo or more races	Met na	Me	_	Met	Me *		Met na	_		ry High Poverty y Low Poverty	*	*	*	*	11.4 6.0	6.6 5.6							
	e/Reduced Meals	Met	Me	et	Met	Me	t	Met	_		y High Poverty	*	*	*	*	15.7	14.0							
	Special Education	Met	Me	et	na	na		na	_		duation Rate													
	Limited English Proficient		*			*					013 (4-Year Rate) 013 (5-Year Rate)	94.02	93.22	93.19	92.57	87.48	84.97							
	Proficient					_			_		-			33.13										
	Annauimatalı				ncy Le		taka Alt	MCA Th		asic %	Proficient %	Advance					MSA			'				
	Approximately set for all stude		iai yiand	studen	ıs täke IV	ISA, 1% 1	iake Alt-	IVISA. IN	e basic l	evel is b	eiow trie goal		Appro stude		1% of Mai	yland stu	dents ta	ке Alt-N	visa. Th	e Basic	Level is b	elow the goal	set for all	
	GRADE	S	CHOOL	L%	С	OUNTY	/ %		STATE	%				G	RADE	SC	CHOOL9	6	C	YTNUC	%	STATI	Ξ %	
	3 2014	*	*	*	23.5	68.4	8.2	22.8	62.3	14.8					3 2014	*	*	*	*	*	*	10.3 26.5	63.2	
	2013	*	*	*	22.9	60.4	16.7	17.4	60.5	22.1					2013	*	*	*	*	*	*	13.4 26.3	60.3	
	4 2014	*	*	*	17.0	60.5	22.4	13.7	55.5	30.8					4 2014	*	*	*	*	*	*	11.9 24.3	63.8	
	2013	*	*	*	10.3	66.9	22.8	11.8	58.4	29.8					2013	*	*	*	*	*	*	10.2 22.1	67.7	
	5 2014	*	*	*	9.5	35.9	54.6	11.0	34.5	54.4					5 2014	*	*	*	*	*	*	11.4 25.0	63.6	
	2013	*	*	*	12.2	32.8	55.0	11.6	31.8	56.6					2013	*	*	*	*	*	*	12.6 26.5	60.9	
b 0	6 2014		*	*	12.5	43.8	43.8	16.8	39.5	43.7					6 2014	*	*	*	*	*	*	13.3 23.5		
gu	2013		*	*	9.8	38.9	51.2		40.6	43.5					2013	*	*	*	*	*	*	10.3 25.9		
gdi			*	*												*	*	*	*	*	*			
Reading	7 2014				18.8	43.2	38.0		35.9	42.8					7 2014						*	12.2 21.0		
8	2013			*		37.8	51.6		36.9	48.1					2013			*				7.9 24.8		
	8 2014		*	*		42.3	42.3		36.6	40.3					8 2014	*	*	*	*	*	*	12.6 24.6		
	2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1					2013	*	*	*	*	*	*	11.2 25.5	63.3	
	*E 2014	≥5.0	57.5	39.4	≥5.0	62.6	33.8	17.4	54.1	28.6				:	10 2014	*	*	*	*	*	*	18.8 26.6	54.5	
	2013	≥5.0	70.3	26.1	5.8	67.8	26.4	17.0	55.3	27.8					2013	*	*	*	*	*	*	20.9 22.8	56.3	
	3 2014	*	*	*	42.7	50.0	7.3	25.8	54.8	19.4					3 2014	*	*	*	*	*	*	12.5 35.9	51.6	
S	2013	*	*	*	19.1	63.5	17.4	17.8	53.3	28.9					2013	*	*	*	*	*	*	19.2 36.8	3 44.1	
tic	4 2014	*	*	*	25.9	60.0	14.1	19.4	48.4	32.2					4 2014	*	*	*	*	*	*	14.7 33.9	51.4	
na	2013	*	*	*	14.6	56.3	29.1	11.2	42.1	46.7					2013	*	*	*	*	*	*	15.5 36.8	47.7	
Mathematics	5 2014	*	*	*	28.9	62.7	8.5	27.2	52.9	19.9					5 2014	*	*	*	*	*	*	18.9 40.3	40.8	
ıth	2013	*	*	*	22.5	68.3	9.2	19.1	55.5	25.3					2013	*	*	*	*	*	*	19.7 40.9	39.4	
۸	6 2014	*	*	*	34.8	47.6	17.6	32.2	46.4	21.4					6 2014	*	*	*	*	*	*	16.0 37.0	47.0	
	2013	*	*	*	22.1	44.9	33.0	22.9	48.0	29.1					2013	*	*	*	*	*	*	17.2 36.1	46.7	
	7 2014	*	*	*	29.9	50.0	20.1	36.9	43.5	19.6					7 2014	*	*	*	*	*	*	13.3 31.9	54.9	
	2013	*	*	*	14.1	54.8	31.1	27.4	49.3	23.3					2013	*	*	*	*	*	*	14.3 33.9	51.8	
	8 2014		*	*			32.3		32.8						8 2014	*	*	*	*	*	*	17.8 35.7		
	2013		*	*		38.7			36.4						2013	*	*	*	*	*	*	15.5 36.4		
	*A 2014		52.8	44.0	5.2		41.7		54.4						10 2014	*	*	*	*	*	*	22.2 34.3		
a									53.4					•	2013	*	*	*	*	*	*	23.8 31.0		
ŭ			*	41.8 *			33.9			30.8						*	*	*	*	*	*			
Science	5 2014			·		68.1	5.3		54.9	9.3					5 2014		*	*	*	*	*	19.6 42.5		
Sc	2013						7.4		56.4	10.6					2013	*	-	*		*	Ť	22.7 44.2		
	8 2014		*	*		76.7			62.8	6.6					8 2014	*	*	*	*	*	*	19.8 41.0		
	2013	*	*	*	20.8	73.1	6.2	28.6	64.6	6.7					2013	*	*	*	*	*	*	22.3 40.4	37.3	
	*B 2014	≥5.0	66.1	29.1	≥5.0	71.5	24.9	15.4	61.7	22.9				:	10 2014	*	*	*	*	*	*	28.7 37.3	34.0	
	2013	8.2	70.0	21.8	6.9	72.9	20.3	17.4	60.7	21.9					2013	*	*	*	*	*	*	33.3 34.3	32.4	

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress								Λ ++	andana	ce Rate %	Sch	ool	C	ounty	St	ate
School Progress								- A III	enuanc	ce Kale %	2014	2013	2014	2013	2014	2013
	Percent P				tion Rat		duatio		ementai	ry	*	*	≥ 95.0	≥ 95.0	95.7	95.5
	Reading				Math		_		liddle		≥ 95.0	94.9	≥ 95.0	94.6	95.4	95.1
All Students	Met	na	N	⁄let	Met	_		=	igh		*	*	93.8	94.8	92.7	92.5
American Indian or				*	*			<u>Tea</u>	cher Q	ualifications						
Alaska Native		-	-			-		% of	certific	ates:						
Asian	na	na	_ <u> </u> r	na	na			St	andard	Professional	10.0	21.7	9.3	12.1	27.2	28.4
Black or African				*	*					l Professional	90.0	78.3	90.7	87.5	65.5	65.1
American			4			_			esident 1		0.0	0.0	0.0	0.0	0.7	0.8
lispanic/Latino of any	na	na		na	na			Co	ondition	ial Teacher	0.0	0.0	0.0	0.0	1.0	0.9
race		ļ	-			-		% of	fclasses	NOT taught by h	nighly qualifie	d teach	ers:			
Native Hawaiian or				*	*			Al	ll Quartil	les	5.1	12.1	0.6	5.8	7.6	6.2
Other Pacific Islander			_			_		El	ementai	ry Low Poverty	*	*	*	7.3	3.0	2.4
White	Met	na	N	⁄let	Met			EI	ementai	ry High Poverty	*	*	*	*	11.4	6.6
Two or more races	Met	na		na	na					y Low Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	Met	na	N	⁄let	Met			Se	econdary	y High Poverty	*	*	*	*	15.7	14.0
Special Education	Met	na	Ţ,	na	na			Coh	ort Grad	duation Rate						
Limited English			\top			$\neg \vdash$		CI	ass of 20	013 (4-Year Rate))	*		92.57		84.97
Proficient	na	na	<u></u> '	na	na			CI	ass of 20	013 (5-Year Rate)	*		93.19		87.48	
	MS	A Profi	icienc	v Le	vels			В	asic %	Proficient %	6 Advance	ed %			Alt-	MSA
	Approximately 99% of Maryland set for all students.			•		ke Alt-	MSA. Th	e Basic I	Level is be	elow the goal		Appro		1% of Ma	ryland stu	udents ta
GRADE	GRADE SCHOO				OUNTY	%	9	STATE	%				G	RADE	S	CHOOL9
3 2014	3 2014 * *			23.5	68.4	8.2	22.8	62.3	14.8					3 2014	*	*
201:	*	*	*	22 Q	60.4	16.7	17 /	60.5	22.1					2012	*	*

2014 School Progress Index

Your school is in Strand 2 based on your 2013 SPI of 1.0518. 2014 Strands were not assigned due to the PARCC field test.

	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Leve	els			
Approximately 99 set for all studen		aryland	student	s take M	SA, 1% t	ake Alt-I	MSA. Th	e Basic I	evel is be	elow the goal		roximately 1% of Mary lents.	land s	tudents	take Alt-N	ЛSA. Th	e Basic I	evel is b	elow th	e goal se	et for all
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE	%			GRADE	5	CHOO	L%	С	OUNTY	%	5	STATE	%
3 2014	*	*	*	23.5	68.4	8.2	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	22.9	60.4	16.7	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	17.0	60.5	22.4	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	10.3	66.9	22.8	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	9.5	35.9	54.6	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	12.2	32.8	55.0	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	11.8	36.6	51.6	12.5	43.8	43.8	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	6.5	34.6	58.9	9.8	38.9	51.2	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	10.8	37.3	52.0	18.8	43.2	38.0	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	9.5	33.6	56.9	10.5	37.8	51.6	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	12.7	39.1	48.2	15.3	42.3	42.3	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	12.9	36.4	50.8	15.5	36.2	48.2	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	≥5.0	62.6	33.8	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	5.8	67.8	26.4	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	42.7	50.0	7.3	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	19.1	63.5	17.4	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	25.9	60.0	14.1	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	14.6	56.3	29.1	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	28.9	62.7	8.5	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	22.5	68.3	9.2	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	34.4	46.2	19.4	34.8	47.6	17.6	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	15.0	43.9	41.1	22.1	44.9	33.0	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	40.4	56.1	≥5.0	29.9	50.0	20.1	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	17.2	51.7	31.0	14.1	54.8	31.1	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	27.3	30.0	42.7	31.3	36.3	32.3	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	23.5	39.4	37.1	24.8	38.7	36.5	33.0	36.4	30.6			2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	5.2	53.1	41.7	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.5	60.6	33.9	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	26.7	68.1	5.3	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	25.1	67.5	7.4	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	21.1	77.1	≥5.0	21.3	76.7	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	18.2	74.2	7.6	20.8	73.1	6.2	28.6	64.6	6.7			2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	≥5.0	71.5	24.9	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	6.9	72.9	20.3	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress					_			A 44.	ndan	00 E	Rate %	Sch	ool	C	ounty	St	ate	
School Progress								- All	enuano	ce r	Rate %	2014	2013	2014	2013	2014	2013	;
I	Percent			Participa			aduatio	n El	ementa	ry			≥ 95.0		≥ 95.0	95.7	95.5	
1	Readin			Reading	g Math	1			iddle			*	*	≥ 95.0	94.6	95.4	95.1	
All Students	na	Not	Met	na	na	4		=	igh			*	*	93.8	94.8	92.7	92.5	5
American Indian or					*			<u>Tea</u>	cher Q	uali	ifications							_
Alaska Native		-	\rightarrow		.	-		% of	certific	ates	i:							
Asian		*			*						fessional	30.0	42.9	9.3	12.1	27.2	28.4	
Black or African					*						fessional	70.0	57.1	90.7	87.5	65.5	65.1	
American		-	\dashv			_			esident '			0.0	0.0	0.0	0.0	0.7	0.8	
Hispanic/Latino of any					*				ondition			0.0	0.0	0.0	0.0	1.0	0.9)
race		+-	\rightarrow		-	-		% of	classes	NO	T taught by high	ly qualifie	d teach	ers:				
Native Hawaiian or Other Pacific Islander					*				l Quarti			0.0	7.3	0.6	5.8	7.6	6.2	
		Nati				┰				,	,	*	*	*	7.3	3.0	2.4	
White	na	Not	wet	na	na			Elementary Low Poverty Elementary High Poverty Secondary Low Poverty			*	*	*	*	11.4	6.6		
Two or more races		*			*	_		Secondary Low Poverty Secondary High Poverty			,	*	*	*	*	6.0	5.6	
Free/Reduced Meals	na	Not	Met	na	na					, .		*	*	•	*	15.7	14.0	J
Special Education		Not	Met		na			Coh	ort Grad	duat	ion Rate							_
Limited English	*	1 *		*	*	\top					(4-Year Rate)		*		92.57		84.97	7
Proficient								CI	ass of 2	013	(5-Year Rate)	*		93.19		87.48		
	M	SA Pro	oficie	ncy Le	vels			В	asic %		Proficient %	Advance	ed %			Alt-	MSA	-
Approximately				•		ke Alt-	-MSA. The	e Basic I	evel is be	elow	the goal		Annro	oximately	1% of Ma	ryland sti	idents t	al
	Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. set for all students.											stude		170 01 1410	i yidiid St	auciits t	u	
GRADE	GRADE SCHOOL% COUNTY %					9	STATE	0/2					c	GRADE	S	CHOOL	0/	
			*													*	*	. /
3 2014	1 *	*	*	23.5	68.4	8.2	22.8	62.3	14.8						3 2014	*	*	
2013	35.7	42.9	21.4	22.9	60.4	16.7	17.4	60.5	22.1						2013	*	*	
																*	*	
4 2014	21.4	57.1	21.4	17.0	60.5	22.4	13.7	55.5	30.8						4 2014	•	•	
2013	2013 8.7 78.3 13.0				66.9	22.8	11.8	58.4	29.8						2013	*	*	
5 2014 >5 0 22 7 72 7 9 5 35 9 54 6 11 0							34 5	54.4						5 2014	*	*		

Reading

Mathematics

Science

2014 School Progress Index

Your school is in Strand 2 based on your 2013 SPI of 0.9490. 2014 Strands were not assigned due to the PARCC field test.

Proficiency Levels

			oficier	-					asic %	Proficient % Advance				Profic						
Approximately 9 set for all studen		laryland	student	s take M	SA, 1% t	ake Alt-I	MSA. Th	e Basic L	evel is be	low the goal	Approximately 1% of Mary students.	land stu	idents t	ake Alt-N	ISA. The	Basic L	evel is b	elow the	goal se	t for all
GRADE	S	CHOOL	_%	С	OUNTY	%	9	STATE	%		GRADE	S	CHOOL	.%	CC	DUNTY	%	S	TATE 9	%
3 2014	*	*	*	23.5	68.4	8.2	22.8	62.3	14.8		3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	35.7	42.9	21.4	22.9	60.4	16.7	17.4	60.5	22.1		2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	21.4	57.1	21.4	17.0	60.5	22.4	13.7	55.5	30.8		4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	8.7	78.3	13.0	10.3	66.9	22.8	11.8	58.4	29.8		2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	≥5.0	22.7	72.7	9.5	35.9	54.6	11.0	34.5	54.4		5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	6.3	31.3	62.5	12.2	32.8	55.0	11.6	31.8	56.6		2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	12.5	43.8	43.8	16.8	39.5	43.7		6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	9.8	38.9	51.2	15.9	40.6	43.5		2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	18.8	43.2	38.0	21.2	35.9	42.8		7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	10.5	37.8	51.6	15.0	36.9	48.1		2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	15.3	42.3	42.3	23.1	36.6	40.3		8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1		2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	≥5.0	62.6	33.8	17.4	54.1	28.6		10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	5.8	67.8	26.4	17.0	55.3	27.8		2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	59.1	31.8	9.1	42.7	50.0	7.3	25.8	54.8	19.4		3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	42.9	50.0	7.1	19.1	63.5	17.4	17.8	53.3	28.9		2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	21.4	57.1	21.4	25.9	60.0	14.1	19.4	48.4	32.2		4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	21.7	47.8	30.4	14.6	56.3	29.1	11.2	42.1	46.7		2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	18.2	72.7	9.1	28.9	62.7	8.5	27.2	52.9	19.9		5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	18.8	68.8	12.5	22.5	68.3	9.2	19.1	55.5	25.3		2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	34.8	47.6	17.6	32.2	46.4	21.4		6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	22.1	44.9	33.0		48.0	29.1		2013	*	*	*	*	*	*		36.1	46.7
7 2014	*	*	*	29.9	50.0	20.1		43.5	19.6		7 2014	*	*	*	*	*	*		31.9	54.9
2013	*	*	*	14.1	54.8	31.1		49.3	23.3		2013	*	*	*	*	*	*		33.9	51.8
8 2014	*				36.3	32.3		32.8	25.9		8 2014	*			*	*			35.7	46.5
2013	*	*	*	24.8	38.7	36.5		36.4	30.6		2013	*	*	*	*	*	*		36.4	48.1
*A 2014	*			5.2	53.1	41.7		54.4	29.8		10 2014	*			*	*			34.3	43.5
2013	*	*	*	5.5	60.6	33.9		53.4	30.8		2013	*	*	*	*	*	*		31.0	45.2
5 2014			9.1	26.7	68.1	5.3		54.9	9.3		5 2014	*	*	*	*	*	*		42.5	37.9
2013	6.3	87.5	6.3	25.1	67.5	7.4		56.4	10.6		2013	*	*	*	*	*	*		44.2	33.1
8 2014	*	*	*		76.7	≥5.0		62.8	6.6		8 2014	•	*	•	•	*			41.0	39.2
2013	*	*	*	20.8	73.1	6.2	28.6	64.6	6.7		2013	*	*	*	*	*	*		40.4	37.3
*B 2014	*	*	*	≥5.0	71.5	24.9	15.4	61.7	22.9		10 2014	*	*	*	*	*	*		37.3	34.0
2013	*	•	*	6.9	72.9	20.3	17.4	60.7	21.9		2013	-	T	7	T	T	T	33.3	34.3	32.4

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress						Attendance	Rate %	Sch			ounty		ate	2014 Schoo	ol Progress I	ndex (SPI)
	Percent Pr	oficient Math	Participat Reading		Graduation	Elementary	1446 70	2014 * *	2013		2013 ≥ 95.0	95.7		SPI: 1.1192	Strand:	1	<i>,</i>
All Students	Met	Met	Met	Met	Met	Middle High		93.5	94.4	≥ 95.0 93.8	94.6 94.8	95.4 92.7	95.1 92.5	High	Achievement	-	CCR
American Indian or Alaska Native	*	*	*	*		Teacher Qua								Algebra English	1.1032 1.0481	1.3114 1.3174	CCN
Asian	na	na	na	na		Standard Pro	fessional	16.7	22.2	9.3	12.1	27.2	28.4	Biology	1.1345	1.3052	
Black or African American	na	na	na	na	na	Advanced Pro Resident Tea		83.3 0.0	75.0 0.0	90.7 0.0	87.5 0.0	65.5 0.7	65.1 0.8	‡Dropout ‡Graduation	2,20,10	0.9636	1.0743
Hispanic/Latino of any race	na		na		na	Conditional 1 % of classes NO	Teacher OT taught by high	0.0 nly qualified	0.0 d teach	0.0 ers:	0.0	1.0	0.9	†CCP		1.0000	0.9961
Native Hawaiian or Other Pacific Islander	*	*	*	*		All Quartiles Elementary L	ow Poverty	0.4	16.5 *	0.6 *	5.8 7.3	7.6 3.0	6.2 2.4				
White	Met	Met	Met	Met	Met	Elementary H	High Poverty	*	*	*	*	11.4	6.6				
Two or more races	Met	Met	na	na	na	Secondary Lo	•	*	*	*	*	6.0	5.6				
Free/Reduced Meals	Met	Met	Met	Met	Not Met	Secondary H	-	*	*	*	*	15.7	14.0				
Special Education	Met	Met	na	na	na	Cohort Gradua	tion Rate										
Limited English Proficient	*	*	*	*			3 (4-Year Rate) 3 (5-Year Rate)	92.72	92.20	93.19	92.57	87.48	84.97				
	MSA	Profic	iency Lev	/els		Basic %	Proficient %	Advance	d %			Alt-	MSA I	Proficiency	Levels		
Approximately		ryland stud	lents take MS	A, 1% take	Alt-MSA. The	Basic Level is below	v the goal		Appro	ximately	1% of Ma	ryland stu	dents ta	ke Alt-MSA. The	Basic Level is bel	ow the goal s	et for all

Approximately 9 set for all studen		laryland	students	•	SA, 1% 1	ake Alt-I	MSA. Th	e Basic I	evel is be	low the goal
GRADE	S	CHOOL	_%	С	OUNTY	′ %	,	STATE	%	
3 2014	*	*	*	23.5	68.4	8.2	22.8	62.3	14.8	
2013	*	*	*	22.9	60.4	16.7	17.4	60.5	22.1	
4 2014	*	*	*	17.0	60.5	22.4	13.7	55.5	30.8	
2013	*	*	*	10.3	66.9	22.8	11.8	58.4	29.8	
5 2014	*	*	*	9.5	35.9	54.6	11.0	34.5	54.4	
2013	*	*	*	12.2	32.8	55.0	11.6	31.8	56.6	
6 2014	*	*	*	12.5	43.8	43.8	16.8	39.5	43.7	
2013	*	*	*	9.8	38.9	51.2	15.9	40.6	43.5	
7 2014	*	*	*	18.8	43.2	38.0	21.2	35.9	42.8	
2013	*	*	*	10.5	37.8	51.6	15.0	36.9	48.1	
8 2014	*	*	*	15.3	42.3	42.3	23.1	36.6	40.3	
2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1	
*E 2014	≥5.0	66.3	30.3	≥5.0	62.6	33.8	17.4	54.1	28.6	
2013	≥5.0	69.3	28.0	5.8	67.8	26.4	17.0	55.3	27.8	
3 2014	*	*	*	42.7	50.0	7.3	25.8	54.8	19.4	
2013	*	*	*	19.1	63.5	17.4	17.8	53.3	28.9	
4 2014	*	*	*	25.9	60.0	14.1	19.4	48.4	32.2	
2013	*	*	*	14.6	56.3	29.1	11.2	42.1	46.7	
5 2014	*	*	*	28.9	62.7	8.5	27.2	52.9	19.9	
2013	*	*	*	22.5	68.3	9.2	19.1	55.5	25.3	
6 2014	*	*	*	34.8	47.6	17.6	32.2	46.4	21.4	
2013	*	*	*	22.1	44.9	33.0	22.9	48.0	29.1	
7 2014	*	*	*	29.9	50.0	20.1	36.9	43.5	19.6	
2013	*	*	*	14.1	54.8	31.1	27.4	49.3	23.3	
8 2014	*	*	*	31.3	36.3	32.3	41.3	32.8	25.9	
2013	*	*	*	24.8	38.7	36.5	33.0	36.4	30.6	
*A 2014	≥5.0	56.0	42.3	5.2	53.1	41.7	15.8	54.4	29.8	
2013	≥5.0	67.6	31.9	5.5	60.6	33.9	15.8	53.4	30.8	
5 2014	*	*	*	26.7	68.1	5.3	35.8	54.9	9.3	
2013	*	*	*	25.1	67.5	7.4	33.0	56.4	10.6	
8 2014	*	*	*	21.3	76.7	≥5.0	30.6	62.8	6.6	
2013	*	*	*	20.8	73.1	6.2	28.6	64.6	6.7	
*B 2014	≥5.0	76.0	22.3	≥5.0	71.5	24.9	15.4	61.7	22.9	
2013	≥5.0	77.1	20.2	6.9	72.9	20.3	17.4	60.7	21.9	

students.

udents.										
GRADE	S	CHOO	L%	С	OUNTY	′%	(STATE	%	
3 2014	*	*	*	*	*	*	10.3	26.5	63.2	
2013	*	*	*	*	*	*	13.4	26.3	60.3	
4 2014	*	*	*	*	*	*	11.9	24.3	63.8	
2013	*	*	*	*	*	*	10.2	22.1	67.7	
5 2014	*	*	*	*	*	*	11.4	25.0	63.6	
2013	*	*	*	*	*	*	12.6	26.5	60.9	
6 2014	*	*	*	*	*	*	13.3	23.5	63.2	
2013	*	*	*	*	*	*	10.3	25.9	63.8	
7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
2013	*	*	*	*	*	*	7.9	24.8	67.3	
8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
2013	*	*	*	*	*	*	11.2	25.5	63.3	
10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
2013	*	*	*	*	*	*	20.9	22.8	56.3	
3 2014	*	*	*	*	*	*	12.5	35.9	51.6	
2013	*	*	*	*	*	*	19.2	36.8	44.1	
4 2014	*	*	*	*	*	*	14.7	33.9	51.4	
2013	*	*	*	*	*	*	15.5	36.8	47.7	
5 2014	*	*	*	*	*	*	18.9	40.3	40.8	
2013	*	*	*	*	*	*	19.7	40.9	39.4	
6 2014	*	*	*	*	*	*	16.0	37.0	47.0	
2013	*	*	*	*	*	*	17.2	36.1	46.7	
7 2014	*	*	*	*	*	*	13.3	31.9	54.9	
2013	*	*	*	*	*	*	14.3	33.9	51.8	
8 2014	*	*	*	*	*	*	17.8	35.7	46.5	
2013	*	*	*	*	*	*	15.5	36.4	48.1	
10 2014	*	*	*	*	*	*	22.2	34.3	43.5	
2013	*	*	*	*	*	*	23.8	31.0	45.2	
5 2014	*	*	*	*	*	*	19.6	42.5	37.9	
2013	*	*	*	*	*	*	22.7	44.2	33.1	
8 2014	*	*	*	*	*	*	19.8	41.0	39.2	
2013	*	*	*	*	*	*	22.3	40.4	37.3	
10 2014	*	*	*	*	*	*	28.7	37.3	34.0	
2013	*	*	*	*	*	*	33.3	34.3	32.4	
_015										

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

set for all students

Reading

Mathematics

Science

6 2014 2013

7 2014

8 2014

*A 2014

5 2014

8 2014

*B 2014

2013

2013

2013

2013

2013

2013

46.2

76.6

≥5.0

26.6

25.8 47.7

10.1 59.6 30.3

33.3 41 5 25.1

25.9 40.0 34.1

27.2

26.5

44.9

38.7

53.1

60.6 33.9

72.9 20.3

22.1

29.9 50.0

14.1 54.8

31.3 36.3

24.8

5.5

26.7 68.1 5.3

25.1 67.5

21.3 76.7

20.8 73.1 33.0

20.1

31.1

323

36.5

7.4

≥5.0

6.2

22.9 48.0 29.1

36.9 43.5

27.4 49.3

41 3 32 S

33.0 36.4

15.8

35.8 54.9

33.0 56.4 10.6

30.6 62.8 6.6

28.6 64.6

17.4 60.7

53.4

19.6

23.3

25 9

30.6

30.8

9.3

County School Progress Attendance Rate % 2014 2013 2014 2013 2013 2014 **Percent Proficient** Participation Rate Graduation 95.5 Elementary ≥ 95.0 ≥ 95.0 95.7 Reading Math Reading Math Middle ≥ 95.0 94.4 ≥ 95.0 94.6 95.4 95.1 All Students Met 93.8 94.8 92.7 92.5 High American Indian or Teacher Qualifications Alaska Native % of certificates: Asian Met Standard Professional 3.1 3.3 9.3 12.1 27.2 28.4 Black or African 96.7 Advanced Professional 96.9 90.7 87.5 65.5 65.1 American 0.0 0.0 0.0 0.7 0.8 Resident Teacher 0.0 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.0 0.0 1.0 0.9 race % of classes NOT taught by highly qualified teachers Native Hawaiian or 4.7 5.8 7.6 6.2 Other Pacific Islander 3.0 **Elementary Low Poverty** 7.3 2.4 White Met Elementary High Poverty 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education Met 84.97 Limited English Class of 2013 (4-Year Rate) 92.57 93.19 87.48 Proficient Class of 2013 (5-Year Rate) **MSA Proficiency Levels** Basic % Proficient % Advanced % Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

2014 School Progress Index

Your school is in Strand 5 based on your 2013 SPI of 0.8917. 2014 Strands were not assigned due to the PARCC field test.

Alt-MSA Proficiency Levels

GRADE SCHOOL% COUNTY % STATE % 3 2014 68.4 62.3 60.5 4 2014 60.5 22.4 55.5 30.8 2013 66.9 22.8 58.4 29.8 10.3 11.8 5 2014 9.5 35.9 54.6 11.0 34.5 54.4 2013 12.2 32.8 55.0 11.6 31.8 56.6 6 2014 48.9 38.5 39.5 43.7 2013 40.6 7 2014 28.0 43.2 38.0 35.9 42.8 18.8 2013 10.2 41.2 48.6 10.5 37.8 51.6 15.0 36.9 48.1 40.3 8 2014 45.4 38.3 15.3 42.3 42.3 23.1 36.6 2013 17.8 37.3 45.0 15.5 36.2 48.2 19.0 34.9 46.1 *E 2014 62.6 33.8 54.1 28.6 2013 67.8 17.0 55.3 27.8 3 2014 50.0 7.3 2013 19.1 63.5 17.4 17.8 53.3 28.9 4 2014 60.0 32.2 25.9 14.1 19.4 48.4 2013 14.6 56.3 29.1 11.2 42.1 46.7 5 2014 28.9 62.7 8.5 27.2 52.9 19.9 2013 68.3 9.2 19.1 55.5 25.3

S	CHOOL	_%	С	OUNTY	′%	,	STATE	%
*	*	*	*	*	*	10.3	26.5	63.2
*	*	*	*	*	*	13.4	26.3	60.3
*	*	*	*	*	*	11.9	24.3	63.8
*	*	*	*	*	*	10.2	22.1	67.7
*	*	*	*	*	*	11.4	25.0	63.6
*	*	*	*	*	*	12.6	26.5	60.9
*	*	*	*	*	*	13.3	23.5	63.2
*	*	*	*	*	*	10.3	25.9	63.8
*	*	*	*	*	*	12.2	21.0	66.9
*	*	*	*	*	*	7.9	24.8	67.3
*	*	*	*	*	*	12.6	24.6	62.8
*	*	*	*	*	*	11.2	25.5	63.3
*	*	*	*	*	*	18.8	26.6	54.5
*	*	*	*	*	*	20.9	22.8	56.3
*	*	*	*	*	*	12.5	35.9	51.6
*	*	*	*	*	*	19.2	36.8	44.1
*	*	*	*	*	*	14.7	33.9	51.4
*	*	*	*	*	*	15.5	36.8	47.7
*	*	*	*	*	*	18.9	40.3	40.8
*	*	*	*	*	*	19.7	40.9	39.4
*	*	*	*	*	*	16.0	37.0	47.0
*	*	*	*	*	*	17.2	36.1	46.7
*	*	*	*	*	*	13.3	31.9	54.9
*	*	*	*	*	*	14.3	33.9	51.8
*	*	*	*	*	*	17.8	35.7	46.5
*	*	*	*	*	*	15.5	36.4	48.1
*	*	*	*	*	*	22.2	34.3	43.5
*	*	*	*	*	*	23.8	31.0	45.2
*	*	*	*	*	*	19.6	42.5	37.9
*	*	*	*	*	*	22.7	44.2	33.1
*	*	*	*	*	*	19.8	41.0	39.2
*	*	*	*	*	*	22.3	40.4	37.3
							* * * * * * * 10.3 * * * * * * * * 11.9 * * * * * * * * 11.9 * * * * * * * * 10.2 * * * * * * * 11.4 * * * * * * * 12.6 * * * * * * * 10.3 * * * * * * * 10.3 * * * * * * * 12.2 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * 12.6 * * * * * * * * 12.6 * * * * * * * * 12.6 * * * * * * * * 12.6 * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * 12.6 * * * * * * * * * * 12.6 * * * * * * * * * * 12.6 * * * * * * * * * * 12.6 * * * * * * * * * * * 12.6 * * * * * * * * * * * 12.6 * * * * * * * * * * * 12.6 * * * * * * * * * * * 12.6 * * * * * * * * * * * 12.6 * * * * * * * * * * * 12.6 * * * * * * * * * * * 12.6 * * * * * * * * * * * * 12.6 * * * * * * * * * * * * 12.6 * * * * * * * * * * * * * 12.6 * * * * * * * * * * * * * 12.6 * * * * * * * * * * * * * * 12.6 * * * * * * * * * * * * * * 12.6 * * * * * * * * * * * * * * * 12.6 * * * * * * * * * * * * * * * * 12.6 * * * * * * * * * * * * * * * * 12.6 * * * * * * * * * * * * * * * * * * *	* * * * * 10.3 26.5 * * * * * 11.4 26.3 * * * * * 11.9 24.3 * * * * * 10.2 22.1 * * * * * 11.4 25.0 * * * * * 11.4 25.0 * * * * * 11.4 25.0 * * * * * 11.4 25.0 * * * * * 10.3 25.9 *

†College and Career Preparation (CCP) - 2012

10 2014

2013

28.7 37.3

33.3 34.3

34.0

[‡]Data from 2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Swan Meadow School School State County **School Progress** Attendance Rate % 2014 2013 2014 2013 2014 2013 **Percent Proficient Participation Rate Graduation ≥ 95.0** ≥ 95.0 95.5 Elementary ≥ 95.0 ≥ 95.0 95.7 Reading Math Reading Math Middle **≥ 95.0** ≥ 95.0 ≥ 95.0 94.6 95.4 95.1 All Students Met 93.8 94.8 92.7 92.5 American Indian or **Teacher Qualifications** Alaska Native % of certificates: Asian Standard Professional 0.0 0.0 9.3 12.1 27.2 28.4 Black or African Advanced Professional 100.0 100.0 90.7 87.5 65.5 65.1 American Resident Teacher 0.0 0.7 0.8 0.0 0.0 0.0 Hispanic/Latino of any 0.0 Conditional Teacher 0.0 0.0 0.0 1.0 0.9 race % of classes NOT taught by highly qualified teachers: Native Hawaiian or All Quartiles 0.0 0.6 5.8 7.6 6.2 Other Pacific Islander **Elementary Low Poverty** 7.3 3.0 2.4 White Elementary High Poverty 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 15.7 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education Class of 2013 (4-Year Rate) 84.97 92.57 Limited English 93.19 87.48 Class of 2013 (5-Year Rate) Proficient Proficient % Advanced % **MSA Proficiency Levels**

2014 School Progress Index

Your school is in Strand 2 based on your 2013 SPI of 1.0203. 2014 Strands were not assigned due to the PARCC field test.

28.7 37.3

33.3 34.3 32.4

Alt-MSA Proficiency Levels

Approximately 99 set for all student	9% of N			s take M		ake Alt-N	ИSA. The	e Basic L	evel is b	elow the goal Approximately 1% of Marstudents.			take Alt-N		•		elow the	goal se	t for all
GRADE	S	CHOOL	_%	С	OUNTY	%	9	STATE	%	GRADE	S	CHOOL	_%	C	OUNTY	%	S	TATE 9	%
3 2014	*	*	*	23.5	68.4	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	22.9	60.4	16.7	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	17.0	60.5	22.4	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	10.3	66.9	22.8	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	9.5	35.9	54.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	12.2	32.8	55.0	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	12.5	43.8	43.8	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	9.8	38.9	51.2	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	18.8	43.2	38.0	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	10.5	37.8	51.6	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	15.3	42.3	42.3	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	≥5.0	62.6	33.8	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	5.8	67.8	26.4	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	42.7	50.0	7.3	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	19.1	63.5	17.4	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	25.9	60.0	14.1	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	14.6	56.3	29.1	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	28.9	62.7	8.5	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	22.5	68.3	9.2	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	34.8	47.6	17.6	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	22.1	44.9	33.0	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	29.9	50.0	20.1	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	14.1	54.8	31.1	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	31.3	36.3	32.3	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	24.8	38.7	36.5	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	5.2	53.1	41.7	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	5.5	60.6	33.9	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	26.7	68.1	5.3	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	25.1	67.5	7.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	21.3	76.7	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	20.8	73.1	6.2	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4	37.3

[†]College and Career Preparation (CCP) – 2012 ‡Data from 2013

10 2014

2013

*B 2014

2013

72.9 20.3

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Yough Glades Elementary School State County **School Progress** Attendance Rate % 2014 2013 2014 2013 2014 2013 **Percent Proficient** Participation Rate Graduation Elementary **≥ 95.0** ≥ 95.0 95.5 ≥ 95.0 ≥ 95.0 95.7 Reading Math Reading Math Middle ≥ 95.0 94.6 95.4 95.1 All Students Met 93.8 94.8 92.7 92.5 American Indian or **Teacher Qualifications** Alaska Native % of certificates: Asian Standard Professional 0.0 0.0 9.3 12.1 27.2 28.4 Black or African Advanced Professional 100.0 100.0 90.7 87.5 65.5 65.1 American Resident Teacher 0.0 0.7 0.8 0.0 0.0 0.0 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.0 0.0 1.0 0.9 % of classes NOT taught by highly qualified teachers: Native Hawaiian or 2.0 5.8 7.6 6.2 Other Pacific Islander **Elementary Low Poverty** 7.3 3.0 2.4 White Met Elementary High Poverty 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education Met 84.97 Class of 2013 (4-Year Rate) 92.57 Limited English Class of 2013 (5-Year Rate) 93.19 87.48 Proficient **MSA Proficiency Levels** Proficient % Advanced % Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal

Reading

Mathematics

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9522. 2014 Strands were not assigned due to the PARCC field test.

Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

set for all studen			Approximately 1% of Man students.	/land st	udents 1	take Alt-N	∕ISA. Th	e Basic	Level is b	pelow the	e goal se	t for all							
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE	%	GRADE	S	CHOOL	_%	C	OUNTY	%	5	STATE 9	%
3 2014	22.7	68.2	9.1	23.5	68.4	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	24.6	59.6	15.8	22.9	60.4	16.7	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	18.3	65.0	16.7	17.0	60.5	22.4	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	9.8	58.8	31.4	10.3	66.9	22.8	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	12.2	34.7	53.1	9.5	35.9	54.6	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	18.0	39.3	42.6	12.2	32.8	55.0	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	12.5	43.8	43.8	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	9.8	38.9	51.2	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	18.8	43.2	38.0	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	10.5	37.8	51.6	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	15.3	42.3	42.3	23.1	36.6	40.3	8 2014	*	*	*	*	*	*			62.8
2013	*	*	*	15.5	36.2	48.2	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	≥5.0	62.6	33.8		54.1	28.6	10 2014	*	*	*	*	*	*		26.6	54.5
2013	*	*	*	5.8	67.8	26.4		55.3	27.8	2013	*	*	*	*	*	*		22.8	56.3
3 2014		35.7	19.0	42.7	50.0	7.3		54.8	19.4	3 2014	*	*	*	*	*	*		35.9	51.6
2013	15.8	68.4	15.8	19.1	63.5	17.4		53.3	28.9	2013	*	*	*	*	*	*	19.2		44.1
4 2014	30.0	66.7	≥5.0	25.9	60.0	14.1	19.4	48.4	32.2	4 2014	*	*	*	*	*	*		33.9	51.4
2013		58.8	27.5		56.3	29.1			46.7	2013	*	*	*	*	*	*		36.8	47.7
5 2014	42.9	55.1	≥5.0		62.7	8.5			19.9	5 2014	*	*	*	*	*	*			40.8
2013	32.8	63.9	≥5.0 *	22.5	68.3	9.2		55.5	25.3	2013	*	*	*	*	*	*		40.9	39.4
6 2014 2013	*	*	*		47.6 44.9	17.6 33.0		46.4 48.0	21.4 29.1	6 2014 2013	*	*	*	*	*	*	16.0 17.2		47.0 46.7
7 2014	*	*	*	22.1 29.9		20.1		43.5	19.6	7 2014	*	*	*	*	*	*	13.3		54.9
2013	*	*	*	14.1	54.8	31.1		49.3	23.3	2013	*	*	*	*	*	*	14.3		51.8
8 2014	*	*	*		36.3	32.3		32.8	25.9	8 2014	*	*	*	*	*	*	17.8		46.5
2013	*	*	*		38.7	36.5		36.4	30.6	2013	*	*	*	*	*	*		36.4	48.1
*A 2014	*	*	*	5.2	53.1	41.7		54.4	29.8	10 2014	*	*	*	*	*	*		34.3	43.5
2013	*	*	*	5.5	60.6	33.9	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	36.7	63.3	≥5.0	26.7	68.1	5.3	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	32.8	60.7	6.6	25.1	67.5	7.4	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	21.3	76.7	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	20.8	73.1	6.2	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	≥5.0	71.5	24.9	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	6.9	72.9	20.3	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4

[†]College and Career Preparation (CCP) – 2012

[‡]Data from 2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology